

A Review of Literature in Support of the Use
of Service-Learning Methodology
in Middle School Education

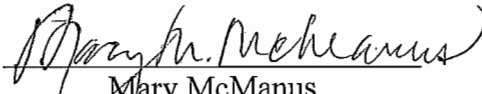
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Abstract

This literature review examines service-learning instruction in middle school. The literature addresses the characteristics of quality service-learning methodology. Academic and personal benefits for middle school students are uncovered in research. Furthermore, reports from the National Middle School Association, Skills Partnership for the 21st Century and the Carnegie Foundation add convincing support for middle school educators to incorporate service-learning instructional design and practice. The discussion suggests further investigation to widen and deepen the understanding and practice in middle schools internationally.

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Chapter I: Introduction

According to the National Middle School Association (NMSA), successful middle schools provide a curriculum that challenges students to develop questions and seek answers, as well as, direct the learning of behavior and attitudes for a productive life (2003). In addition, successful teachers use instructional approaches that engage students and provide for social interaction. Service-learning is a teaching approach using authentic experiences to develop these requirements stated by NMSA. The focus of this paper is to investigate the definition of service learning, the elements of the instructional strategy, the recognized outcomes of service-learning and the application of this teaching approach in middle school settings.

Many schools include citizenship and character development, as goals, in their mission statements. An excerpt from one school's mission statement, found on the school's website says, "The students of the American School of Dubai will act in ways that demonstrate a greater understanding of their roles as ethical members of the school and interdependent global community."(n.d.) To accomplish these broad goals of global citizenship and development of sound character, middle schools include character education, community service programs, volunteer activities and service-learning methodology in their school curriculum or extracurricular activities (David, 2009).

Statement of the Problem

Community service projects are common in middle schools, but community service programs and activities differ from fully implemented service-learning methodology. Community service is characterized by volunteer activity that serves a community need, as service-learning does. Community service includes many common characteristics to service-

learning such as setting a goal, working in collaboration with others, recognizing and celebrating success (Corporation for National and Community Service, 2002).

The significant difference between a community service activity and service-learning is the requirement that service-learning activities are designed with an intentional connection to academic learning objectives (National Youth Leadership Council (NYLC), 2005). In other words, students participate in the process by understanding, integrating and applying knowledge from school subjects to service-learning projects or activities (Berger-Kaye, 2003). Schools integrate service-learning methodology for students to develop attitudes of increased civic responsibility and develop personally, academically, socially, and morally. The integrated and skillful use of service-learning as a teaching strategy has shown positive outcomes in academic achievement, growth in civic awareness, and personal decision making.

Purpose of the Study

The purpose of this literature review is to provide middle school educators with a convincing rationale for integrating service-learning as an instructional practice and to inform them of the characteristics and the conditions necessary for successful outcomes. Community service activities can be transformed by using a service-learning teaching approach to meet the unique needs of middle school students.

Research Questions

1. What are the characteristics of service-learning teaching methodology?
2. What does literature convey about the outcomes of service-learning in middle schools?
3. How does service-learning methodology align with the developmental needs of adolescents and the characteristics of effective middle school practice?

4. What do educators need to consider for high quality, fully implemented service-learning in middle schools?

Assumptions/Limitations of the Study

The research on the effects of quality service-learning on middle school students is limited. Most research uses data from high school student and college student participation. In addition, most research and information regarding service-learning methods are based only on American educational institutions and organizations. This may limit the usefulness of this review outside of American educational settings. It is assumed that the research and resources cited are valid and reliable.

Chapter II: Literature Review

Service learning defined

Service-learning is described consistently as an instructional strategy which integrates academic learning with meeting authentic community needs (Fiske, 2003, NYLC 2005, Berger-Kaye, 2003). National Youth Leadership Council (2005) adds that not only is service-learning a teaching strategy it is a philosophy, pedagogy, and model for community development. In addition, organizations and authors describe the steps of service-learning experiences.

Service-learning experiences are designed in stages. The labels of the stages in service-learning differ across several sources. The descriptions, however, fall into four main categories: preparation, action, reflection and recognition. Preparation initiates the sequence and includes investigation of needs, communication with community partnerships and planning. The next stage is action, where the plan is followed. The action complies with the criteria of being authentic, meaningful, safe and provides for student ownership and responsibility. A component that is integrated throughout the process is reflection. Reflection in the preparation stage encourages participants to examine their beliefs and attitudes and draw on previous knowledge. During the action, the participants observe, question, share and solve problems and at the end of the action the students evaluate their experience and learning. The concluding stage includes recognition and celebration of accomplishments (Corporation for National Community Service, n.d., Honnet & Poulsen, 1989).

Critical Elements of service learning

There are several common elements of school-based service-learning detailed in literature and organization websites. Many studies and reports have added over the last twenty years to the understanding of effective service-learning. The Wingspread report was published in 1989 by Honnet and Poulsen for the Johnson Foundation. This report summarized two years of findings from practitioners of service-learning. The ten principals (Appendix A) are quoted directly on many university service-learning web pages, such as Queens University (n.d.) in Canada. A list of essential elements outlined by the Corporation for National and Community Service Office for Service-Learning (2002) and the National Service-Learning Cooperative (1999) parallel many of the principles of the Wingspread Report with some variation. Alliance for Service-Learning and Education Reform (1995) also elaborated a list of standards for service-learning (see Appendix C). Similarly, the elements and principles are paraphrased in other organization guidelines and in literature to the extent that one concludes that these standards have become an integral part of the understanding of the concept of service-learning.

The elements and principles have evolved into standards and benchmarks for service-learning in the United States. These standards have been established in a process similar to those developed for academic standards. Panels and experts develop the standards based upon rigorous research, determine that these standards can be acted upon and each standard is observable and measurable (NYLC, 2008). The standards include:

1. Link to curriculum- academic learning goals are integrated
2. Duration and intensity- enough time is devoted to ensure that the outcomes can be met

3. Partnerships- community relationships are characterized by collaboration and mutual benefit
4. Meaningful service- the projects are authentic
5. Youth voice- students have input into the planning, action and evaluation of projects with adult supervision and guidance
6. Diversity- projects promote mutual respect of individual differences
7. Reflection- integrated at all stages to deepen the learning experience
8. Progress monitoring- ongoing formative assessment informs of progress

The key element which defines service-learning as different from community service is the intentional connection to educational goals. Students apply concepts, content knowledge, and skills from academic studies. Students construct new knowledge through the service-learning experiences. Quality service-learning should include integration in the curriculum (Billig, 2007). The educational goals need to be clearly communicated (Raupp, & Cohen, 1992).

The second key element describes duration and intensity. Melchoir (2000) indicates that for meaningful and high quality service-learning there must be a commitment of significant time to the stages of the service-learning project. The Corporation for National Community Service is so specific as to recommend at least one semester and 20 hours of service as an indicator of quality service-learning (2002). Also, the time should be in concentrated blocks to allow for students to dig into the process.

Next, service projects foster communication, interaction, and partnerships with the community (Corporation for National Community Service, 2002). The students and the community must benefit from the service-learning activity (Billig, 2007). Students are prepared for all aspects of their work in the project (Corporation for National Community Service, 2002,

Honnet & Poulsen, 1989). Connections must be made between the clearly defined goals and the activity (Billig, 2007, Honnet & Poulsen, 1989).

For service-learning to be effective students must be involved in an activity that is relevant and meet real community needs (Billig, 2007, Corporation for National Community Service, 2002, Honnet & Poulsen, 1989). Related to the standard that the service activity be meaningful, is the requirement that the task should be challenging and engaging to students (Corporation for National Community Service, 2002). Teachers understand for enduring learning to take place students must be engaged and feel challenged.

A fifth component that is crucial to an effective service-learning program is student voice. This means that students need to be involved in the planning and evaluation of the service projects in a manner that is age appropriate (Billig, 2007, Corporation for National Community Service, 2002).

In addition, the diversity of participants must be taken into consideration in service-learning methodology and is valued and demonstrated in the outcomes (Corporation for National Community Service, 2002, United Nations Children's Fund, 2004). Billig (2007) emphasizes that there needs to be explicit instruction to develop respect for diversity, so teachers must incorporate the opportunities for students to understand and practice mutual respect.

Importantly, there should be guided reflection before, during and after the service (Billig, 2007, Honnet & Poulsen, 1989). Reflection encourages critical thinking and a deepening understanding of personal growth. It is considered central to the fulfillment of objectives that are academic and personal (Corporation for National Community Service, 2002).

Finally, progress monitoring refers to gathering information to determine if goals have been attained. As with all educational practice there are assessment components, both formative

and summative, to evaluate how well the students are progressing toward meeting the standards (Honnet & Poulsen, 1989, Corporation for National Community Service, 2002). Teachers need to systematically monitor student involvement during service-learning activities and give feedback since feedback increases learning (Honnet & Poulsen, 1989, Billig, 2007).

Types of service learning

Literature describes service-learning projects in three categories: direct service, indirect service and advocacy (Berger-Kaye, 2003). Direct service refers to the projects and events when the students interact directly with individuals, such as interviewing senior citizens, playing with orphans, tutoring younger students. Indirect service benefits an organization or the community as a whole. A beach clean-up or fund raising activity fits into this category. The third category, advocacy, has students create awareness or promote action of a community need or issue. An example from a middle school is the environment club's project to inform the whole school of a practical way to reduce carbon emissions. Students are active in collecting data, creating an action plan and informing the student body and administration of the actions necessary to reduce the use of electricity leading to reduced carbon emissions by choices made in school. Research is described as gathering and reporting information in the public interest. While Berger-Kaye (2003) includes research as a type of service-learning in itself, one finds that often research is related to the preparation stage of service-learning projects (NYLC, 2005, ASLER, 1995). The concept of community factors into the types of service-learning. The NYCL (2005) describes community as school-based, local community or the world community. The variations of service-learning opportunities are multiplied when the types of community are considered. See table 1.

Table1: Examples of Service-Learning

	<i>School Community</i>	<i>Local Community</i>	<i>World Community</i>
Direct service	Older students read to younger students	Host students plan a field day and interact with students from a special needs school.	Students build a garden with students in community school in South Africa.
Indirect service	Students collect recyclables from classrooms for the depot.	Students have a fund raiser for a special wish for the local Wish Kids Foundation.	Students collect warm clothes and send them to children in Afghanistan.
Advocacy	Students advocate for healthy food choices in the cafeteria.	Students write letters to the department of labor regarding the long hours of labor for street cleaners.	Students inform the public in a web-based collaborative project on the need for literacy education in poor countries.

Academic success and service learning

The California Service-learning district partnerships evaluation indicates that over 80 percent of the 2744 students “met or exceeded proficiency on the teacher-selected California Academic Content Standards.” Of the classrooms that reported meeting the proficiency levels over 50 percent used service-learning strategies to address the language standards (Weiler, LaGoy, Crane & Rovener, 1998). The results suggest the thoughtful incorporation of service-learning methodology in teaching plans can improve the academic results in learners.

Seventh-grade students, who participated in service-learning, showed significant improvement in standardized test scores (Fiske, 2003, p.25). These positive academic gains however are not consistently evident in other reports and research. The National evaluation of Learn and Serve America, a community-based program, concluded that in one academic year there was no significant difference in academic performance for participants in service-learning. This evaluation focused on only “high quality and fully implemented service-learning”

(Melchoir, 1998). One questions the assumption that a community-based program can ideally link the service-learning to academic learning objectives. Perhaps the results would be different if data was collected form only school-based service learning.

Civic responsibility and service learning

Youth who participated in service were two-thirds more likely to vote, continue volunteering and to give to political causes than youth who did not participate in national service (Anderson, Laguardia & Fabiano, 2007 cited by Schneider-Munoz, 2009). According to the summary report prepared for the California Department of Education for the school year 2005-2006 there was evidence that 82 percent of the students who participated in class service-learning projects met or exceeded proficiency in civic-related standards or showed growth in the pre- and post- surveys (Furco & Granicher , 2007). It is important to note that the service-learning considered in this report met the criteria of high quality service. The impact of service-learning on civic development was most evident in high school students in the national evaluation of the Learn and Serve community-based programs (Melchoir, 1998).

Personal, social and moral development and service learning

The Civic Youth Development Index, an instrument to test for civic awareness, knowledge, and behaviors, was administered to 600 middle school youth in its pilot phase. There was a significant positive change, over time, in the items indicating agreement with the importance of telling the truth, finishing what is started and helping your neighbor (Schneider-Munoz, 2009). The national evaluation of Learn and Serve programs showed that there was some impact on reducing involvement in risk behavior in middle school students (Melchoir, 1998). In Britain the Home Office supported research in volunteerism and it was found that there were differences in the recognized benefits, according to the age of volunteers (Institute for

Volunteering Research, 2004). The age of respondents ranged from 14 to 24. The younger volunteers tended to focus more on achievement, earning respect, developing skills and gaining friends in self-reported benefits of service-learning experiences. Scales, Blyth, Berkas and Kielsmeier (2000) found that middle school students who participated in at least 30 hours of service-learning increased their belief that they can be helpful. In the same study, students who participated had positive attitudes toward the opportunities for personal growth at school and their ability to be successful.

There is evidence of positive growth in academics, civic responsibility and personal development from the practice of high quality service-learning. Many of the fully implemented programs and research results are based upon high school and college students. The characteristics, conditions and benefits of quality service-learning are clear. There is further support that the strategy is applicable for middle school learners and educational institutions.

Characteristics of middle school students and the impact on instruction strategies

Middle school students range in age from 10 to 15. Teachers, parents and other adult leaders realize the unique qualities of this age group. According to the National Middle School Association (NMSA) the students are in a “distinct developmental period” but cautions educators to be careful of over simplification or generalization (2003). An understanding of the unique attributes of middle school students should be considered when determining the suitability of service-learning methodology in middle school practice.

Students of middle school age are growing rapidly and maturing physically. The students feel self-conscious with these changes. Not only are their bodies developing, but also their brains are changing. Middle school educators are well aware that attention and focus are affected by the brain development in middle years. The recommendation to educators is to incorporate

experiential learning (Kellough & Kellough, 2003, cited in Caskey, 2007). Experiential learning includes investigations, simulations and service-learning. The Carnegie Corporation report “Great Transitions: Preparing Adolescents for a New Century” supports the essential instructional strategies of cooperative learning (1989). An essential quality of service-learning methodology is cooperation, communication and collaboration.

Middle school students are developing intellectually and moving toward abstract reasoning. Students are interested in real experiences and less interested in the regular academic subjects (Kellough & Kellough, 2003, cited in Caskey, 2007). The research summary for NMSA (2003) outlines the practices that best suit the unique intellectual diversity in middle school students as being structured, challenging, authentic and planned around real-world concepts. The real needs in the community provide the authentic real-world experience in a well-planned service-learning project. In addition, the voice of students is incorporated into the planning stages and is a challenge to their intellect.

In moral development, the young adolescent is just beginning to be ready to consider ethical dilemmas. Rick Wormeli is a well-known advocate for students in the middle school. He states, “We can give our students a brain surge and a soapbox while simultaneously tapping into their desire to perform humane acts, their acute sensitivity to injustice, and their need to feel connected to the world.” (Wormeli, 2001, p.190) Middle school students do not have the maturity to fully deal with decisions however, they need to be guided by teachers to explore issues and practice thinking skills, communication skills, and decision-making skills. Quality service-learning provides a safe and guided environment for students to research issues and discuss concerns as they decide on their projects and plans.

The psychological development of young adolescence is characterized by exploring their identity and independence. Their emotions and confidence range from one extreme to another. Thoughtful teachers create a climate of safety and trust. Because the adolescent is seeking independence the social development focuses on peer interaction and approval. There may also be some challenging of adults and rules. Therefore the astute teacher incorporates many opportunities for collaboration in learning opportunities. During service-learning students collaborate with teachers, peers and community organizations.

Service-learning is clearly a strategy that allows for young adolescents' unique social, moral, intellectual and psychological development. It provides the opportunities for exploring topics of interest in ways outside of standard classroom practice, which maintains motivation. Their efforts are meaningful as they meet a real community need. Often the topics create the opportunity to interrogate moral issues, problem solve and make decisions. Students work collaboratively with each other and with community groups in projects. All of this takes place in a safe environment so they can take steps toward independence.

Service-Learning meeting the needs of middle school students

The National Middle School Association (2003) has compiled comprehensive research to inform educators on the best instructional practices that meet the diverse needs of early adolescents.

The development of middle school is distinct from junior high schools. The National Middle School Association states that Middle schools are characterized by (a) students and teachers engaged in active learning, (b) curriculum that is relevant, challenging, integrative, and exploratory, (c) multiple learning and teaching approaches that respond to their diversity, (d)

assessment and evaluation programs that promote quality learning. Each of these characteristics are accounted for in service learning methodology (2003).

Service learning provides the qualities of active learning since a crucial characteristic is the voice of the participants and their involvement in the planning and assessment of the service-learning projects. Both Middle school curriculum and service-learning activities are characterized literature as relevant, challenging, and integrative. The best service-learning provides students to apply knowledge and skills from a range of academic disciplines. The experiential learning model of service-learning methodology responds to the diverse learning styles of students, while the themes and topics engage many cultures and interests. Middle schools use assessments that direct quality learning. Academic and social goals are determined prior to the learning and teachers use formative assessment during the learning to assess progress toward the goals. Students are guided in meaningful reflection before, during and after service-learning experiences. In conclusion, service-learning instructional strategies align with Middle school recommendations for quality school instruction.

Developmental Assets are qualities that healthy, well adjusted, and productive people possess, according to the Search Institute (1997). Educators attempt to model, reinforce and provide the opportunities to develop these assets. The recent work by Scales, Sesma, Bostron, Wooten and Wong (2003) on Developmental Assets and positive growth in middle childhood show that service-learning methodology provide for many assets outside of “service to others” such as developing positive values of caring, equality and social justice. Middle childhood is not exactly the middle school age student but does bridge the beginning of middle school. The data can be extrapolated to include middle school students. The benefits to youth because of involvement in service-learning includes the external assets of support, empowerment, knowing

boundaries and high expectations, and constructive use of time. Support assets described as being address in service learning includes developing other adult relationships, inclusion in a caring school climate and parent involvement. Service-learning is another opportunity to have an adult role models and experience positive peer influence. The internal assets supported in quality service-learning are commitment to learning which encompasses the subsets of achievement motivation, school engagement, bonding to school (Roehlkepartain & Scales, 2007). As mentioned earlier the service-learning involvement promoted the positive values of caring, equality and justice and the social competencies of planning and decision-making, interpersonal competence and cultural competence. Students develop a sense of purpose and a positive view of personal future. The list of assets that service-learning programs encourage and develop in and for students is impressive. Clearly, these assets echo the characteristics of Middle schools objectives and support the unique developmental stage of middle school students. Therefore, service-learning assists in developing the assets for positive personal development, those assets align with the philosophy and objectives of the National Middle School Association. This is strong support of utilizing service-learning instructional strategy in middle schools.

The meta-study conducted by researchers for the Mid-continent Research of Education and Learning (McREL) identified instructional strategies that improve student learning (Marzano, Pickering & Pollock, 2001). Three of these strategies are predominate in service-learning methodology. These are setting objectives and providing feedback, using cooperative learning, and reinforcing effort while providing recognition.

Service-learning practice involves teachers setting learning objectives in the context of academic learning and the service project. Students receive feedback from the teacher and other

participants. Cooperative learning and social learning strategies are incorporated at the planning stages and in the action stages of the service-learning. The final stage of service-learning, celebration, aligns with the instructional strategy of reinforcing effort and providing recognition. This is further support for the benefits of using service-learning in middle schools.

The Partnership for 21st Century Skills challenges educators to direct our work with students to achieve learning outcomes that address the knowledge, skills, expertise needed to succeed in the 21st century (2009). It is not surprising to learn that the outcomes include global awareness and civic literacy. The skills include working with others creatively and collaboratively, thinking critically and making decisions, “acting responsibly with the interests of the larger community in mind” (p.7). To support these outcomes the report recommends that students be actively engaged in meaningful problem solving and that instruction integrate community resources. Service-learning methodology aligns with the recommendations of outcomes of global awareness and civic awareness while integrating with academic standards in meaningful connections to community partnerships. Students practice communication, collaboration, decision-making and problem solving.

Discussion, Conclusions and Recommendations

There are strong connections between the components of fully implemented service-learning methodology and the recommendations of the National Middle School Association (2003), Mid-continent Research for Education and Learning (Marzano et al, 2001) , Developmental Assets and the Partnership of 21st Century (Scales et al,2003). Research supports positive benefits in academic growth and personal growth of middle school students. There is ample evidence that middle school educators should incorporate quality service-learning

teaching methodology to assist students in their development. Considering the recommendations and results of research, middle school teachers should include service-learning in their repertoire of teaching strategies.

Teachers should consider implementing quality service-learning as a goal. Perhaps a traditional community service project can be a starting point. One would consider each standard of service-learning and determine how each can be applied to the project. Connection to academic learning outcomes is a key element therefore is essential to consider. Most middle schools have curriculum maps available for integrated planning by teaching teams. Collaborative planning will pay dividends in creative problem solving to find the curricular connections. A planning sheet and check list is included to assist teacher teams in planning quality service-learning, see Appendix D. A rubric may assist middle school teachers in assessing their lesson plans and service projects as they aim for high quality fully implemented service learning. There are rubrics available that can be adapted for this purpose.

Further study is necessary which is specific to middle schools. One questions whether student involvement in fully implemented, high quality service-learning in middle school has a lasting effect on student volunteerism and attitudes in high school. The results could further support educators in their decision to invest in the time and professional development to implement service-learning. International schools are committed to educating young adults the responsibility of global citizenship. Many have community service and service-learning as components of middle school instruction. Further study and replication of research with international school populations is recommended as cultural differences may have significant differences in positive outcomes.

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Appendix A: *Principles of good practice*

1. An effective program engages people in responsible and challenging actions for the common good;
2. An effective program provides structured opportunities for people to reflect critically on their service experience;
3. An effective program articulates clear service and learning goals for everyone involved;
4. An effective program allows for those with needs to define those needs.
5. An effective program clarifies the responsibilities of each person and organization involved;
6. An effective program matches service providers and service needs through a process that recognizes changing circumstances;
7. An effective program expects genuine, active, and sustained organizational commitment;
8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals;
9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved;
10. An effective program is committed to program participation by and with diverse populations;

Honnet, E.P. & Poulsen, S. (1989).

Appendix B: *Essential Elements of Quality Service-Learning*

Practitioners, supported by the Corporation for National and Community Service Office for Service-Learning, developed the list of "essential elements "excerpted below

1. Service projects have clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in constructing their own knowledge.
2. Projects engage students in challenging cognitive and developmental tasks.
3. Teachers use assessment to enhance student learning and to document and evaluate how well they have met standards.
4. Service tasks have clear goals, meet genuine community needs, and have significant consequences.
5. Teachers use formative and summative evaluation in a systematic evaluation.
6. Students have a voice in selecting, designing, implementing, and evaluating their service project.
7. Diversity is valued and demonstrated by participants, practice, and outcomes.
8. Service projects foster communication, interaction, and partnerships with the community.
9. Students are prepared for all aspects of their work.
10. Students reflect before, during, and after service. Reflection encourages critical thinking and is a central force in the design and fulfillment of curricular objectives.
11. Multiple methods acknowledge, celebrate, and validate students' service work.

National Service-Learning Cooperative (1999).

Appendix C: *Standards of Quality for School-Based and Community-Based Service Learning*

Effective service-learning efforts strengthen service and academic learning.

Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk taking and rewards competence.

Preparation and reflection are essential elements in service learning.

Youths' efforts are recognized by those served, including their peers, the school, and the community.

Youth are involved in the planning.

The services that students perform make a meaningful contribution to the community.

Effective service learning integrates systematic formative and summative evaluation.

Service learning connects the school or sponsoring organization and its community in new and positive ways.

Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

Skilled adult guidance and supervision are essential to the success of service learning.

Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Alliance for Service-Learning in Education Reform. (1995).

Appendix D : *Teacher planning sheet for service-learning*

Middle School Service Learning Plan

Grade

Subject

Dates/times

Fill the table in with notes to guide the process.

Service Idea
Service need
Community contacts
Content/Skills/Curricular connection
Preparation
Action
Reflection
Celebration/recognition/demonstration

Consider the following Standards:

Standard	Description	
Link to curriculum	academic learning goals are integrated	
Duration and intensity	enough time is devoted to ensure that the outcomes can be met	
Partnerships	community relationships are characterized by collaboration and mutual benefit	
Meaningful service	the projects are authentic , fulfill a real need	
Youth voice	students have input into the planning, action and evaluation of projects with adult supervision and guidance	
Diversity	projects promote mutual respect of individual differences	
Reflection	integrated at all stages to deepen the learning experience	
Progress monitoring	Observe and assess learning	

National Youth Leadership Council (2008)

Teacher Reflection: (*What went well? What can be improved?*)